

The Monthly News

OF THE

LEEDS MECHANICS' INSTITUTION AND LITERARY SOCIETY

No. 15.]

NOVEMBER, 1865.

[GRATIS TO MEMBERS.]

LECTURE SYLLABUS

FOR THE

FIRST HALF OF THE SESSION OF 1865-6.

The Lectures commence at Eight o'Clock, p.m.

Subscribers above 18 years of age can introduce a Lady to Lectures marked * thus.

N.B.—No Member or Subscriber admitted to any Lecture without the production of his or her Ticket.

Wednesday, November 1st.

MR. JAMES MATTHEWS,

(Of the Royal Polytechnic Institution, London,)

LECTURE ENTERTAINMENT

ENTITLED

“Hands versus Eyes;”

Or, Marvels of Modern Magic and Prestidigitation; with Original and Brilliant Illustrative Experiments.

In these peculiar Illustrations, it is Mr. Matthews' aim, whilst pleasing the eye, and producing “*Tours de Physique*” of a seemingly marvellous character, by the combined agencies of *Scientific Appliances* and *Manual Skill*, to induce thoughtful consideration in the minds of the Young, and to convey useful information respecting Delusions, Illusions, and Impostures, as practised by Wizards, Spirit Mediums, &c., to all who may desire healthy amusement and intellectual recreation. Mr. Matthews will introduce several new and most ingenious effects, explanatory of the *Art Magique*; also the splendid Indian Feat, Suspending a Young Lady in the Air.

Wednesday, November 8th.

THE MISSES LISLE,

(Of Taunton,)

DRAMATIC READING,

“Macbeth.”

Thursday, November 16th.

REV. H. S. BROWN,

(Of Liverpool.)

“Building Castles in the Air.”

* Wednesday, November 22nd.

J. J. COUSINS, Esq.,

(Of Leeds,)

“An Hour with Hood.”

* Wednesday, November 29th.

REV. J. H. MC. CHEANE,

(Of Leeds,)

“Modern Poetry,”

With Quotations, chiefly from the works of Tennyson and Robert Browning.

Wednesday, December 6th.

ELIHU BURRITT,

“The Physiology of Nations.”

Wednesday, December 13th.

GEORGE BUCKLAND, Esq.,

MUSICAL ENTERTAINMENT,

“Jest and Earnest.”

PROGRAMME—PART I.

Introduction—Treatment of the subject, with Anecdotes and Examples—Longfellow's writings.

Song ... “The Village Blacksmith”... *Longfellow & Weiss*.

How to make Home Happy.

Domestic Scene..... “The Fidgety Man.”..... *Beuler*.

The Scena comprising a complete dramatic incident—its advantages over the detached Scena.

Descriptive Scena... “The Maniac,” (*by desire*)..... *Russell*.

Rural Enjoyment of London Sights.

Characteristic Ballad... “My Old Man and I.”... *G. Buckland and E. Reynolds*.

“We thought we'd go to London, its wondrous sights to spy,
So off one morn we started, did my old man and I.”

Thrilling effects—the rage of the day.

Recitation—An original and grand sensational Melo-Drama, in fourteen acts, entitled “Meriami, the Mountain Mari-gold, or the Piratical Pirate of the Precipice.”... (*M.S.*)... *G. Buckland and E. Reynolds*.

PART II.

The Sailor's life and dangers—Nautical Songs.

Descriptive Scena..... “Man the Life-boat.” *Russell*.

Rural Courtship.

Ballad... “Pretty Collette.”..... *Old Air*.

Harrison
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Music in the Wind.
 Recit. and Air... "The Angel's Call."... *Words by Tennyson.*
 Music applied to heighten the effect of mournful scenes.
 A Right-grievous Doleful Ballad *Blanchard.*
 A New and much commended Version of the Tale of
 "DICK WHITTINGTON AND HIS CAT."
 "The Ship well stored, with puss on board, set sail and
 put to sea,
 The morn was all sunshine, and the wind was blowing free."

TERMS OF THE INSTITUTION.

TERMS :	Per Annum.		
	£	s.	d.
* Proprietary Member's Ticket, £2 at entrance, and	0	15	0
† Employers' Class	5	0	0
Subscribers	0	15	0
Persons receiving Weekly Wages, or apprentices	0	12	0
Ladies	0	10	0
Persons under 18 years of age	0	8	0
Ladies, being the Wives, Daughters, Mothers, or Sisters of Members and Subscribers resident in the same family	0	5	0
Yearly Subscribers, to be allowed the use of the Reading room only. Such persons only to be eligible whose place of business and residence, are distant four miles from the Institution	0	5	0
	Per Month.		
Monthly Subscribers, to be allowed the privileges of ordinary Subscribers. Such persons only to be eligible who are non-resident in the Borough of Leeds	0	2	0
* The Proprietary Right may be disposed of. † This Ticket will admit 9 persons—the employer or one member of a Firm, and 8 persons in his or their employ.			
Members and Subscribers admitted at any period of the year.			
The MATHEMATICAL CLASS under the management of Mr. Thomas Hick.			
TERMS.—To members 5s. per quarter. Do. non-members 6s. 6d. do.			
Hours of attendance from 7.30 to 9.30 p.m., on Monday, Tuesday, and Thursday.			

CHEMICAL LABORATORY.

The above Laboratory for instruction in Elementary, Practical, and Analytical Chemistry, RE-OPENED on Friday, *October Sixth*, at eight p.m., Teacher, Mr. GEO. WARD, F.C.S. The Evening Classes are in connection with the Science and Art Department, London, and the pupils are eligible to compete for the prizes offered by the Department. Operatives in the receipt of weekly wages are admitted to the Elementary Class at reduced fees. Prospectuses, containing full particulars, may be obtained on application at the Institution.

THE SCHOOL OF ART

Re-opened for the Christmas Session on Monday, August 7th, the Classes being in all respects the same as before the vacation. A very valuable collection of Examples in every branch of Educational Art, has been added to the School's Material, as a grant from the South Kensington Museum, for success in the competitions of Schools of Art.

DAY SCHOOLS & EVENING CLASSES.

Chairman—MR. SAMUEL HICK.

COMMERCIAL & MATHEMATICAL SCHOOL.

HEAD MASTER—MR. T. HORSMAN, M.R.C.P., B.A., UNIVERSITY COLLEGE, LONDON.

Assisted by Second, Third, and Fourth Masters.

TERMS PER QUARTER.

First Division	25s.
Second Division	19s.
Third Division	15s. 6d.
Fourth Division	12s.
Calisthenics	2s. 6d.

One Month's Notice is required of each Pupil, previous to his removal from the School.

EVENING CLASSES FOR MALES.

Conducted by the Masters of the Day School, Commence September 1st, 1865.

PREPARATORY DIVISION, ELEMENTARY DIVISION, UPPER DIVISION.

Preparatory Division meets on Tuesdays, Thursdays, and Fridays, from 8 to 9.30.

The subjects of Instruction are Reading, Writing, and the simpler rules of Arithmetic.

The Elementary Division for Three Nights per Week.

Tuesday and Friday, 8 to 9.30—Arithmetic and Writing.
 Thursday, 8 to 9.30—Writing, Grammar, and Geography.

The Upper Division for Three Nights per Week.

Tuesday, 8 to 9.30 — Book-keeping and Commercial Arithmetic.
 Thursday and Friday, 8 to 9.30—Mathematics, including Euclid, Algebra, and Mensuration.

TERMS	} Preparatory Division	0s. 6d. per Fortnight.	
		Elementary do.	0s. 9d. "
		Upper do.	1s. 0d. "

SPECIAL EVENING CLASSES.

In these classes the following are the branches taught, and the arrangements as to terms:—

French... Monday and Thursday, 7 to 8, and 8 to 9
 Herr Reunert.
 German... Tuesday and Friday, 7 to 8, and 8 to 9
 Herr Reunert.
 Mathematics, Monday, Tuesday, and Thursday, 7.30 to 9.30
 Mr. Thos. Hick.
 Mechanical Drawing, Monday, Wednesday, and Friday, 7.30 to 9.30 The School of Art.
 Elementary Chemistry, Friday 8.15 to 10 ... Mr. Geo. Ward.
 Practical do. Thursday, 7.30 to 10
 Mr. George Ward.
 Organic Chemistry, Monday, 8.15 to 9.30
 Mr. Geo. Ward

TERMS :

To Subscribers to the Institution, and To Non-Subscribers Pupils of other Evening Classes,— and Non-Pupils.—

French.....per Quarter	10s. 6d.	per Quarter	12s. 6d.
German... "	10s. 6d.	"	12s. 6d.
Mathematics "	5s. 0d.	"	6s. 6d.
Elementary Chemistry, including a selection of apparatus and materials, specially adapted for the course of instruction, per session,	£1 15s. 0d.		

To Pupils providing their own materials ..	£1 1s. 0d.
Practical Chemistry.....	£1 1s. 0d.
Organic Chemistry	£0 10s. 6d.

Including apparatus and materials.

If more convenient to the Pupils, arrangements may be made to pay the Fees monthly.

ALL FEES ARE PAYABLE IN ADVANCE.

LADIES' EDUCATIONAL INSTITUTION.

HEAD GOVERNESS	Miss ASH.
ASSISTANT GOVERNESSES... ..	{ Miss Mc.COMBE. Miss BRAMBLES.

WITH ADDITIONAL ASSISTANT FEMALE TEACHERS.

English Language and Literature—	} Head Governess and Assistants.
Arithmetic, Accounts, Geography, History, &c....	
Elementary Drawing	Mr. Walter Smith, Master of the Leeds School of Art.
French... ..	Herr Reunert.
Italian	Do.
German	Do.
Vocal and Instrumental Music... ..	Dr. Spark.
Elementary Natural History	Mr. Henry Denny

The Classes are divided into three departments, in which the following Charges are made for Fees, Books, &c.

Elementary Division per Quarter	17s.
Middle Division ..	23s.
Upper Division ..	34s.

One Month's Notice is required of each Pupil of her intention to withdraw from the school.

The following subjects may be studied at an extra charge :

Drawing—Figure and Landscape } ..	10s. 6d. per Quarter	Mr. Walter Smith,
Music, the Pianoforte	£1 1s. 6d. ..	Dr. Spark.
French	10s. 6d. ..	Herr Reunert.
Italian	10s. 6d. ..	Do.
German	10s. 6d. ..	Do.
Natural History—Advanced Class } ..	10s. 6d. ..	Mr. H. Denny.
Calisthenics... ..	2s. 6d. ..	Mr. M. Parke.

EVENING CLASSES FOR ADULT FEMALES
COMMENCE ON SEPTEMBER 1st, 1865.

These Classes are open for Three Nights per Week, Monday, Tuesday, and Thursday, and are conducted by Female Teachers, under the immediate superintendence of the Assistant Governesses of the Ladies' Institution.

Fee to Subscribers to the Institution, 2d. per Fortnight, to Non-Subscribers, 4d. per Fortnight, for Two Nights per week.

And for each additional night per week, a charge will be made in the same proportion. Books, Writing Materials, &c., are provided by the Pupils.

The following are the Subjects for Instruction for the several Class Evenings :

Monday—English Reading, Writing, Grammar, Arithmetic.
Tuesday,—Reading, Writing, Arithmetic, English History.
Thursday—Accounts, Geography, Dictation.

CLASS HOURS from 7 to 9.

N.B.—These Classes are divided into Sessions. The first Session of four months, commences September 1st, and terminates December 31st. The second Session commences January 1st and terminates April 30th, in each year.

LIBRARY AND READING ROOM

CHAIRMAN.—MR. J. TAYLOR.

WEST-RIDING EDUCATIONAL BOARD.

DISTRIBUTION OF PRIZES.

ON Tuesday, Oct. 31st, the prizes and certificates awarded to candidates, in connection with the examinations conducted by the West Riding Educational Board, were presented by the Duke of Cleveland, in the Leeds Town Hall. At the same time, his Grace presented the prizes in connection with the Leeds School of Art. The hall was filled by a highly respectable audience, and amongst those on the platform were the Bishop of Ripon, Lord Frederick Cavendish, M.P., Mr. Baines, M.P., Mr. Powell, M.P., the Hon. W. E. Duncombe, M.P., the Hon. Lawrence Parsons, Mr. W. B. Denison, Mr. A. Fairbairn, Rev. Dr. Brewer, Rev. A. J. Brameld, Rev. H. J. Longsdon, Rev. F. Wood, Mr. James Hole, Mr. T. Dawson, Mr. F. Jackson, Mr. H. B. Legg, Mr. John Bingley, Mr. George Young, Mr. Councillor Hinchliffe, Dr. Dobson, Dr. Greenhalgh, Mr. T. Turner, Mr. J. Walker, Mr. Lampen, and Mr. R. W. Moore.

Mr. Walter Smith read the report of the Leeds School of Art. The report referred to the withdrawal of the minute of the Privy Council in regard to the aid to be given to Schools of Art, and stated that a more reasonable and satisfactory minute had since been issued, although the committee still hoped the present arrangement was not a permanent but a provisional one, based, as it was, upon an unjust treatment of provincial towns, and having for its object the appropriation of nearly the whole of the national assistance to art education for the immediate benefit of London alone. The committee next alluded to the commencement of the new building for the Mechanics' Institution, the proportion of which allotted to the School of Art would accommodate 400 students at one time, and concluded as follows :

"The number of pupils under instruction through the agency of the school has increased from 5,936 in 1854 to 7,430 in 1865, whilst the number of pupils passing examination in drawing has increased from 1,034 in 1864 to 1,918 in the present year. Of 103 national medallions or Queen's prizes awarded amongst 110 Schools of Art in the United Kingdom, Leeds has taken five, and it will be a proof of the practical usefulness of the school to the trade of the district when it is stated that out of five national medallions awarded to the whole 110 Schools of Art in the kingdom for the subject of mechanical drawing, three of those five came to the Leeds school and its branches. The committee think this ought to be remembered by persons who doubt the usefulness of a School of Art. The award of these prizes for success in mechanical drawing not only represents great knowledge and a finished power of drawing in the successful candidates, but represents also a large amount of work by other students who have competed for the distinction, though unsuccessfully, and that three-fifths of the national prizes given for the encouragement of mechanical art should have come to Leeds is evidence also that the Leeds school adapts itself to the requirements of the district with some degree of efficiency.

"If the Leeds schools be compared with the schools of the other great towns of the kingdom as to the results of the public examination, its position will be as follows, taking the last examination recorded in the blue book for 1865 as the authority for other towns, and the last report on Leeds for our own school :—

Liverpool, with 2 schools, had	684	successful pupils.
Manchester, 1 ..	685	"
Birmingham, 1 ..	606	"
Bristol, 1 ..	247	"
Edinburgh, 2 ..	446	"
Dublin, 1 ..	562	"
Glasgow, 1 ..	278	"
Sheffield, no record,		
York, 1 ..	130	"
Leeds, 1 ..	1,918	"

From this it will be seen that Leeds can claim the honour of having besides the most extensive and the most successful School of Art in the provinces. The serious amount of withdrawals of assistance from the school in common with all other art schools, by the central authorities in London, makes it necessary to appeal to the friends of art education for their support in the form of annual subscriptions. At present less than £50 per year is subscribed towards the expenses of the school in Leeds, the rent of the school premises being £105 per annum, whilst in Sheffield a School of Art has been already built, and the subscriptions to it exceed £200 per annum."

Mr. Barnet Blake read the report of the West Riding Educational Board.

The Duke of CLEVELAND was received with loud cheers. After a few introductory remarks, he stated that it was his lot some years ago to preside at Middlesbro' over a meeting of the delegates of the great cluster of Mechanics' Institutes of Yorkshire. He did so on the invitation of his friend Mr. Baines—(applause)—who had taken at all times so active an interest, and who entertained so ardent a love for those institutions. (Hear, hear, and applause.) From that time his attention had been occasionally called to these institutions. They were by far the largest Mechanics' Institutes existing in the United Kingdom, and he was bound to say, from what he had heard, that they had worked extremely well, and that they had done much to promote the cause of education throughout the whole county of York. To these institutions he believed they were mainly indebted for the West Riding Educational Board. They gave the first impetus to it at a time when education was at a very low ebb, and when the same ardour did not exist as they saw at present manifested, on the part of parents that their children should participate in the advantages of education which they had not enjoyed in their earlier years. He would not enter on any of the controverted points contained in the report. No doubt a hardship towards provincial Schools of Art was the result of the former minute. Happily that minute had been withdrawn, and of this he felt perfectly convinced, that looking at the immense success which had attended the Leeds School of Art above all others—(applause)—and looking at the fact that three prizes out of five for mechanical drawing delivered to 110 Schools of Art in England had been gained by the Leeds School and its various branches; looking to the further fact that 1,918 candidates from the school had passed for admission, and passed successfully, the examination; whereas in Liverpool the number was only 684, and in Manchester only 685 or thereabouts, he could not doubt that that success would be still continued. (Applause.) It had so far been a continuous success, because he found that the number of pupils this last year was 7,400, whereas the year preceding it was 5,970. This success convinced him that the thing was no longer an experiment, but that it had taken deep root, and in Leeds, where the people had erected at such cost the magnificent hall in which he was then speaking, and looking at the various public institutions so munificently contributed to by the inhabitants, he could not doubt that the same munificence would be shown when it was proved, as indeed it seemed to be demonstratively proved already by late experience, that this School of Art was singularly successful, and that whatever might be the shortcomings in London, the people of Leeds would obtain that which they thought they deserved, so as not to damp those efforts which hitherto had been so successful. (Hear, hear.) His Grace was quite sure that some at any rate had done their best. Success could not be the portion of all equally, but the world was one great field of competition, and by persistence in their studies many would raise themselves from the position in which they found themselves. To those who had devoted their time and abilities to the examinations. After all, they were the persons to whose judgment these matters were entrusted, and it must be a great pleasure to them to find such continual progress going on that this year there were so many who had done well as compared with former years.

His Grace made some other remarks complimentary to the examiners, and then sat down amid loud cheers.

The distribution of prizes then took place, after which,

The Bishop of RIPON proposed a resolution calling upon the meeting to affirm that these local examinations, conducted by the several universities, were of great value to the parents, the pupils, and the teachers. He pointed out various reasons why parents should attach the greatest importance to these examinations, and among the rest that they afford to the parent a sure test of the progress his son was making, because the examination was a reality and not conducted according to any system of favouritism. That the examinations were of great value to the pupils themselves, because it showed them the results which they had gained, and it showed them the weak points, as well as infused confidence into them, which enabled them to grasp the knowledge they had with a firmer and more tenacious hold. Then, the examinations had a very beneficial effect in stimulating teachers to aim at a higher standard and to be more diligent and faithful. He anticipated that it would very soon be felt by all parents that schools which did not send their pupils to compete at these examinations were not places to which it was desirable to send children. He was persuaded that every honest teacher of a school would hail the advent of these examinations, because if he was faithful to his trust, and a very solemn trust it was, he would desire to exercise that trust so as to secure the utmost possible advantage to his pupils. (Hear, hear.) In conclusion the Right Rev. Prelate observed that he was told that whereas last year in this town about thirty presented themselves at the local examinations of the University of Cambridge, this year the number had risen to between sixty and seventy. (Applause.)

Mr. BAINES, who was warmly received, seconded the resolution. He said he had listened with the utmost gratification to the speeches delivered by his Grace and the Right Rev. Prelate, in which they had vindicated the principle of local examinations, and of the operations of the West Riding Educational Board. (Hear, hear.) He had long been convinced that the principle and practice of local examinations would mark one of the most important eras in the educational history of England. It introduced the principle of competition not only into individual colleges and individual schools, but into the whole mass of the schools and colleges of the country. It selected and sent down men of the highest learning and ability and the most experienced instructors of the land, perhaps of the world, from their seats of learning at Oxford and Cambridge into the provincial towns, marking out by their questions that which youths ought to learn, and then with most absolute impartiality, testing that which they had actually learned. He could not conceive a greater benefit conferred upon education than the operation of such a system as that. He believed not merely that these examinations extended their influence to the schools that were examined, but that they extended their influence far beyond those schools, the great principle of competition being applied to education that had so long applied to industry and art, and to every department of social and public life. (Hear, hear, and applause.) The teachers heard and saw what was done by others, and were stimulated to exertion; and his belief was that the leaven, though it might be small, would gradually spread until it leavened the whole lump. (Hear, hear.) He rejoiced at the success which had been attained by the annually increasing number of those who were subjected to the examinations, and in considering the high position which their own neighbourhood occupied, especially in connection with the School of Art, he could not refrain from congratulating Mr. Walter Smith as being the most successful art teacher in the kingdom. (Cheers.) He was sure Mr. Smith must have felt that every pupil who had come forward that night to receive a prize had added a laurel around his brow. (Loud cheers.)

This resolution (as well as those which followed it) was carried unanimously.

Lord FREDERICK CAVENDISH expressed his satisfaction at being present amongst so large an assemblage of people, all interested in the cause of the social and moral improvement of Yorkshiremen. (Hear, hear, and cheers.) One main use of such a board as the West Riding Educational seemed to be this, that it brought to one centre the experience of those different institutions. (Hear, hear.) One advantage of adult education was that it required no Government assistance, and therefore it was free; each town and each village was able to work out the problem for itself. The experience to be derived from such gatherings as that was that the friends of the board were able to see in what department of education the various parts of Yorkshire excelled; and the information derived in this way might prove eminently useful in the future efforts for promoting education. (Hear, hear, and applause.) But he felt he was wandering from the subject of the resolution he had been asked to move. It stated, in the first place, "that the development and extension of art education is essential to the manufacturing industry of this country, and exercises a civilising and refining influence on all classes of the community." That would almost seem to be a truism; and yet it was only a very few years since the first schools of design were formed. After the report which had been read that night, his lordship said it was unnecessary for him to prove that the Leeds School of Art was successful. It was, in fact, in the position in which they all wished it to be. (Applause.) It had both more pupils and more successful ones than other places. He knew not the exact proportion the number of pupils bore to those of other schools, but its successful ones were in the ratio of three to one when compared with the more populous towns of Liverpool and Manchester. But there was a reverse to this flattering picture. He could not believe it when he heard the excellent master of the school read in the report that the school a few months ago was in danger of coming to an end. After they had seen that the industry of England depended upon the success of this and similar institutions, and that the Leeds school was the best and most successful in England, to be told that the school depended upon a small Government grant for its sustenance—surely that was not the way in which Yorkshiremen were accustomed to support things which they believed to be useful and necessary. (Applause.) They would not allow towns like Sheffield to outbid them in liberality four-fold. Their many institutions showed that it was not from a want of liberality that the case was otherwise. It was because they had not felt that it depended upon themselves to continue the institution. They had cause to believe that without Government assistance they could not support it; but now was the opportunity to redeem what he could not help regarding as an aspersion on the character of the town. (Applause.)

Mr. W. B. DENISON seconded the resolution, and urged several cogent grounds on which much more liberal support should be given to the School of Art.

Mr. A. FAIRBAIRN moved—

"That in the Science Class instruction, aided by the Department of Science and Art, the examinations of the Society of Arts, and the elementary examinations, conducted by the West Riding Educational Board, most important encouragement is given to the members of Mechanics' Institutes in the attainment of useful knowledge."

Dr. GREENHALGH seconded it.

Mr. F. S. POWELL, M.P. proposed:—

"That the West Riding Educational Board, as a systematic organisation for conducting the several examinations comprised in its scheme of operations, has ably performed the duties it has undertaken, and has done good service to the county of York in general, and especially to the town of Leeds."

The VICAR OF LEEDS moved a vote of thanks to his Grace the chairman, which was seconded by the Hon. W. E. Duncombe, M.P., and carried with acclamation.

His Grace returned thanks, and the proceedings terminated.

LECTURES AT THE LEEDS MECHANICS' INSTITUTE.

THE first half of the session of 1865-66 was opened by a lecture on "London, and London Life," by Joseph Simpson, Esq., editor of the "Institute," on Wednesday, October 4th, 1865. The lecturer traced the history of London from its foundation in the time of the Ancient Britons to modern times. Various plans, which were exhibited, shewed the progress of the city from time to time in extent and magnificence. The lecturer related the changes through which the Tower had passed, from its construction by William I. for a royal residence, the additions made to it, its subsequent use as a fortress, and then as a state prison, in which the noblest of the nation had been confined previous to their being led to the scaffold—some well deserving the fate they met, some martyrs to the cause of liberty and religion. The lecturer then described St. Paul's Cathedral and its history, from its foundation on the site of a heathen temple erected by the Romans to the re-building it after its destruction by the Great Fire of 1666, by Sir Christopher Wren. During one period shops of persons following their respective trades were built against the walls of the cathedral, till the abuse became so crying that it was put a stop to. The lecturer related the history of Westminster, and the legend of its foundation by St. Peter; and after naming a few of the honoured dead who were enshrined there, quoted the reflections of Addison raised by the sight of the tombs of the great. After alluding to other objects of interest—such as St. Paul's Cross, at which Protestants were compelled to burn their bibles, and London Bridge, on which the heads of offenders were fixed to terrify others, and of which that of William Wallace was the first—the lecturer concluded with some appropriate remarks. There was a large attendance.

On October 11th, Edmund Wheeler, Esq., F.R.A.S., delivered a lecture on "Submarine Telegraphs." The lecturer commenced by explaining the principles of the science of voltaic electricity, which was the kind used in telegraphy. The lecturer then proceeded to relate the history of submarine telegraphy, from the laying of the first cable between Dover and Calais to the unsuccessful attempt at laying one across the Atlantic, in 1857. The different combinations of wires, insulating, and strengthening materials were well shown by diagrams and specimens. The lecturer then described the structure and laying of the cable of 1858, which was perfect as far as the laying and insulation went, but which soon became silent. He also gave a detailed and highly interesting account of the cable of 1865, and the arrangements on board for embarking, coiling, stowing, and paying out the cable. He was of opinion that it was impossible that the misfortune which happened to it could have taken place accidentally. As regarded the commercial value of the enterprise, the lecturer thought the use which had been made of the former cable during the short period it was in working order, proved its value. One message, after the complimentary ones between President Buchanan and the Queen, was from the Government, countermanding the troops in Canada who had been ordered to serve in the East. This message, and one relating to the safety of two vessels, had alone saved one-half of the cost of the cable. In spite of the inclemency of the weather, the lecture was largely attended.

On Wednesday, October 18th, a most interesting and amusing lecture was delivered by Geo. Grossmith, Esq., on "The World behind the Footlights." The lecturer gave a brief glance at the life, as portrayed by the heroes and heroines of the stage, followed by some choice selections illustrative of the character and style of dramatic art of the present day, together with excellent imitations of the style and manners of Sothorn, Compton, and Buckstone, &c. The illustrations were viz., 'the character of Mr. Vincent Crummies,' from Dickens, Brother Sam, Mrs. Brown on Shakespeare, and an original tragi-comical *resume* of the romantic story of Ruy Blas, as represented by Fechter. The lectu-

rer much regretted the scarcity of dramatic genius which had resulted in what was termed the "star" system of the present day, the production of dramatic pieces for the purpose of bringing out some particular quality of only one individual, so well characterised in "Brother Sam," &c.

On Wednesday, October 25th, the lecture on "English Parliamentary Eloquence," was delivered by F. Lawrence, Esq. This was a well delivered lecture. The early parliamentary oratory was passed over by the lecturer, as little or no record has been left us. During the time of Johnson little was done in the way of reporting parliamentary speeches, and many of the speeches which we have from his pen, partook more of the Johnsonian character than of the style of the men by whom they were supposed to have been spoken. This was the result in most cases, except where the speaker took the trouble to correct the report made. Until within the last century little confidence could be placed in these reports, they are now taken verbatim, the reporter being merely a scribe. The attention of the audience was secured mostly by the soul stirring selections made from the speeches of Walpole, Chatham, Burke, Pitt, Fox, Sheridan, and Canning. The lecturer did not enter upon the parliamentary eloquence of the present day, giving extracts only from Lord Brougham, who may be considered of the past as well as of the present, being the connecting link between the two, and one outburst of oratory by Shiel, on an occasion of the Irish being called aliens by a nobleman in the House of Lords.

REMARKS ON RIGHT AND WRONG.

THIS question is the *most important* that can possibly engage our attention. We are the highest of all creatures within our knowledge.

Looking downwards upon creatures *inferior* to ourselves, we see class after class, and class after class—in numbers almost infinite; looking upwards we encounter nothing *superior* but the universal God. As even the meanest creature subserve some divine purpose in the realm of being, how high must be the destiny of man who is placed upon the very pinnacle of sublunary existences. Being, so to speak, God's viceroys upon this vast globe, how vitally important is it that we should know for what *purpose* we are here! With power collectively to level mountains; to walk the seas; to control the lightning; to subdue the earth itself and "make her man's," how awfully grand the question—*why*—for *what end*—do we possess that power? That momentous question is now before us for our consideration; for *right*, in its highest sense, is the realization, and *wrong* the non-realization, of that purpose.

May the free and vigorous devotion of our understandings correspond, on this occasion, with the magnitude of the subject.

PART 1st.—As there are views of right and wrong in this essay, which are somewhat at variance with the gene-

rally entertained notions of the subject, I earnestly request that you will exercise an impartial judgment respecting them. You have not, I trust, soared in the regions of philosophical inquiries without imbibing a philosophical spirit—a spirit free from prejudice—a spirit that will not be content with mere appearances, but will look through them for truth. You will all admit the importance of possessing this spirit. We may know its importance, however, without treating it as such; in the same way that we too frequently see clearly the path to good, when we choose the path to evil. It is one thing to know a truth, but a totally different thing to act in accordance with that knowledge. Such a spirit becomes not a part of us easily. It requires not merely to be recognised to become our own. The greatest and rarest treasure of the soul requires for its achievement the greatest and most persevering efforts. This fact is not generally known; for there is scarcely a man who does not believe that he possesses the true philosophic spirit. It is, indeed, an easy attainment that is attained by all! We know, however, that few—that very few—possess this spirit. Are *we* of those few? Let us look doubtfully and scutinizingly within for an answer. Let us go completely out of ourselves in order to look impartially within ourselves.

In commencing the investigation of this question, it will be wise in us to endeavour, therefore, to get thoroughly rid of the influence of former notions and impressions concerning it, and especially as so many conflicting theories prevail on the subject. Let us, then, begin our labour with a fresh, and clean, and vigorous spirit, free from party, sectarian, or personal bias, and as if the questions were for the *first time* entertained by us; and, in doing so, let us begin at the beginning, viz., with an examination into the *origin of our notions* of right and wrong, as it is highly probable that when we have discovered the circumstances necessarily conditional to the origin of our notions, we may find in them something that will explain the nature of right and wrong, as such.

Looking back to the commencement of a man's mental and moral life, what is it we perceive? A being of a most sensitive and delicate organization, possessed of the most tender, intellectual, and moral powers and susceptibilities, as yet without one idea, and without having experienced one feeling. Were there nothing external to this sentient being, it would for ever remain this blank. Around it is a ready-made physical world, crowded with certain states of existences; and a ready-made mental and moral world, abounding with certain opinions, principles, prejudices, and habits prepared to fill up this blank in its mind. This is the *first* epoch in our history.

* Turn we to the *second*. The quietude of that new soul has been disturbed. It has experienced pleasurable and painful feelings, and has recognised certain appearances as being connected with those feelings. To it these feelings and appearances are *one* and the same thing; for at this

To be continued.

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FOR THE
DISTRIBUTION OF MEDALS, PRIZES, AND NATIONAL MEDALLIONS,
IN THE
TOWN HALL, LEEDS, OCT. 31, 1865.

HIS GRACE THE DUKE OF CLEVELAND

IN THE CHAIR.

PROCEEDINGS TO COMMENCE AT 7 O'CLOCK P.M.

PROGRAMME.

REPORT OF THE COMMITTEE READ BY MR. WALTER SMITH, HEAD MASTER.

ADDRESS BY THE DUKE OF CLEVELAND.

DISTRIBUTION OF PRIZES, MEDALS, AND MEDALLIONS.

RESOLUTION,—“That the development and extension of Art Education is essential to the manufacturing industry of this country, and exercises a civilizing and refining influence on every class of the community, and that the Report by the Committee of the Leeds School of Art, having shewn it to be both extensive in its operations, and eminently successful, achieving its highest honours in those branches of Art which are calculated to improve the skilled labour of an important trade in the district—the mechanical engineering trade—the School is therefore worthy of support by the public, and by Educationalists generally.”

Moved by LORD FREDERICK CAVENDISH, M.P.,
Seconded by WILLIAM BECKETT DENISON, ESQ.

LIST OF STUDENTS OF THE LEEDS SCHOOL OF ART AND PUPILS OF MIDDLE CLASS SCHOOLS TO WHOM PRIZES HAVE BEEN AWARDED.

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- 1 G. B. Bulmer.—Prize for Model Drawing.
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- 4 C. C. Lapage. do. do.
- 5 R. W. Lockwood. do. do.

Certificates also awarded to C. H. Beardshaw, J. F. Bedford, W. W. Best, J. H. Brown, C. F. Firth, C. D. Heaps, J. W. Mac Gowan, T. W. Nichols, G. W. Schofield, Arthur Stead.

Prizes and Certificates already distributed of First Grade—Prizes, 38. Certificates, 42.

WOODHOUSE GROVE ACADEMY.

- 6 G. E. Barnley.—Prize for Freehand Drawing.
- 7 A. E. Booth. do. do.
- 8 Charles Crosby. do. do.
- 9 N. H. Dawson. do. do.

- 10 Thomas Ellis. do. do.
- 11 G. G. Findlay. do. do.
- 12 Henry Hayman. do. do.
- 13 J. A. Kendall. do. do.
- 14 J. R. Little. do. do.
- 15 A. R. Male. do. do.
- 16 R. B. Morley. do. do.
- 17 R. B. Portrey. do. do.
- 18 J. J. Sumner. do. do.
- 19 G. O. Turner. do. do.
- 20 H. J. Vasey. do. do.
- 21 T. E. Vasey. do. do.

Certificates—Robt. T. Ellis, W. H. G. Exton, T. J. Findlay, A. Hartley, J. E. Heaton, J. B. Martin, J. A. Muff, J. W. Morrison, G. R. Sullivan, W. T. Radcliffe, W. H. Shaw, J. G. Sutton, J. J. W. Sykes.
First Grade—Prizes, 26. Certificates, 4.

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- 22 John Austin.—Prize for Freehand Drawing.
 23 George Bell. do. do.
 Certificates—W. Croft, G. Dent, S. Ellis, A. Gaunt, R. L. Gronnier, B. Ingham, S. Ingham, H. B. Mottram.
 First Grade—Prizes, 20. Certificates, 9.

WESTFIELD HOUSE, EAST KESWICK.

- 24 A. S. Mawson —Prize for Freehand Drawing.
 Certificates—M. J. Moon, M. E. Fox.
 First Grade—Prizes, 6. Certificates, 5.

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- 25 Fred Marshall.—Prize for Freehand Drawing.
 26 Newton J. Trotter.— do. do.
 First Grade—Prizes, 33. Certificates, 10.

HIGH SCHOOL, BRADFORD.

- 27 Henry Muff—Prize for Freehand Drawing.
 Certificate—C. Beterens.
 First Grade—Prizes, 22. Certificates, 13.

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- Certificate—C. H. Harrall.
 First Grade—Prizes, 17. Certificates, 9.

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- 28 C. A. Walker.—Prize for Freehand Drawing.
 Certificates—H. Gay, W. I. Stead.
 First Grade.—Prizes, 2.

ROSE COTTAGE SCHOOL, SHADWELL.

- 29 S. B. Snowden.—Prize for Freehand Drawing.
 Certificate—W. R. Snowden.
 First Grade—Prizes, 7. Certificates, 4.

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- 30 Mary L. Bramham.—Prize for Freehand Drawing,
 31 Margaret Handcock do. do.
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 First Grade—Prizes, 15. Certificates, 17.

MISS BAKER'S.

- Certificate—R. K. Hattersley.
 First Grade—Prizes, 1. Certificates, 2.

EVENING CLASSES.

KIRKSTALL EVENING CLASS.

- 32 William Atkinson.—Prize for Model Drawing.
 33 Frederick Codd. do. Geometry and Perspective.
 Certificates—A. Binks, James Brown, G. F. Carr, Tom Mather, Henry Pearson, W. Rawlinson, C. E. Robinson, J. Stephenson, H. Stephenson, M. A. Stephenson, N. Whitaker.

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 Charles Swales. do. do.
 George Wright. do. do.
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- 34 Josiah Allen.—Prize for Geometry and Perspective.
 35 Henry A. Asquith.—Prize for Model Drawing.
 36 David Bellhouse. do. Freehand Drawing.
 37 William Booth. do. do.
 38 John Buckley. do. Mechanical Drawing.
 39 Joseph Child. do. Freehand do.
 40 Matilda Dockeray. do. Model do.
 41 Charlotte Duncan. do. Freehand, Geometry, and Perspective.
 42 Thos. E. Farnery. do. Mechanical, Geometry, and Perspective.
 43 George Goodhind. do. Freehand.
 44 J. G. Hunton. do. do.
 45 W. H. Hartley. do. Geometry and Perspective.
 46 Wm. Hodgson. do. Mechanical, Geometry, and Perspective.
 47 J. C. Jefferson. do. Geometry and Perspective.
 48 John Lodge. do. Mechanical.
 49 Charles Lowe. do. Mechanical, Geometry, and Perspective.
 50 Daniel Muller. do. Geometry and Perspective.
 51 Wm. Pollard. do. Mechanical, Geometry, and Perspective.
 52 Sam Stead do. Mechanical.
 53 Edmund Swallow. do. do.
 54 T. S. Tomlinson. do. Freehand.
 55 Alfred Walker. do. do.
 56 Chris. Tomlinson.—Prize for Geometry and Perspective.
 57 W. Wilkinson. do. Mechanical.
 58 T. Wilson. do. do.
 59 Charles Asquith. do. Freehand and Model Drawing, Medal for Outline Drawing, Prize of £1 for the best Outlines of Ornament and Figure from Copy.
 60 Simon Byeroft.—Medal for Outline Drawing, and Prize of 15s. for second best Outline of Ornament and Figure from Copy.
 61 W. Stephenson—Medal for Chalk Drawing from Copy.

- 62 Henry Rogers—Medal for Outline Drawing of Flowers from Nature.—Prize for Freehand Drawing.
 63 Robert Wood.—Prize for Geometry, Perspective, Freehand, Model and Mechanical Drawing, Prize of £1 1s. for general success in Elementary Stages.
 64 W. Huckvale.—Prize for Geometry, Perspective, Freehand, Medal and Mechanical Drawing, Prize of £1 1s. for general success in Elementary Stages, Prize of 7s. for third set of Drawings of Ornament and Figure. Book Prize for Model Drawings.
 65 C. A. Smith.—Medal for Architectural Design, Prize of £1 1s. for the best Architectural Design, Prize of £1 1s. for the best sheet of Architectural Ornament.
 66 W. Grayson.—Medal for best Drawing of the Human Figure in Chalk, Prizes of £2 2s., as the Student making the greatest progress in his Studies, £2 2s. for the best Figure Drawing from the Antique, £1 1s. for the best Shading of Ornament and Figure from the Copy.
 67 C. H. Watson—Medal for Drawing Figure in Outline from Copy, Prize for Geometry, Perspective, Freehand, and Mechanical Drawing, Prize of 10s. 6d. for Progress in Elementary Studies, and 10s. 6d. for General Advancement in Study.
 68 Benjamin Meek—Prize for Mechanical Drawing, Prize of £1 1s. for the best Painting of a Bust, Prize of 10s. 6d. for General Advancement in Study, Prize of 10s. 6d. for Painting from the Cast.
 69 George Kilvington—Prize for Geometry, Perspective, and Mechanical Drawing, Prize of 10s. 6d. for progress in Elementary Study, Book Prize for Perspective and Mechanical Drawing.
 70 George Reed—Prize for Geometry, Perspective, Freehand, and Model Drawings, Special Prize of 10s. 6d. for Progress in Study.
 71 J. W. Palliser—Prize of £1 1s. for the Best Outline of Ornament from Cast and Foliage from Nature.
 72 Charlotte Windscr—Medal for Flower Painting, Prize for Geometry, Perspective, Freehand, and Model Drawing.

- 73 Elizabeth Huckvale—Medal for Painting Flowers from Nature, Prize of £1 1s. for the Best Painting of Ornament from the Cast.
- 74 Sarah Elizabeth Whitley—Medal for Drawing in Chalk from the Cast, Prize of 10s. 6d. for the Best Shading from the Cast of Ornament.
- 75 I. F. Gough—Prize of £1 1s. for the Best Sheet of Painted Ornament.
- 76 Edwin Crowther—Prize of 10s. 6d. for the Second-best Sheet of Historic Ornament.
- 77 Albert Rodgers—Medal for Mechanical Drawing, Prize for Mechanical Drawing, Prize of 10s. 6d. for ditto.
- 78 Daniel Dodgson—Prize of 10s. 6d. for Architectural Drawing.
- 79 James Caldwell Hole—Medal for Mechanical Drawing, Prize of £1 1s. for ditto.
- 80 Thomas Waller—Medal for Mechanical Drawing, Prize of £1 11s 6d. for ditto, National Medallion for Original Drawing from a Machine.

- 81 Thomas Dawson—Medal for Chalk Drawing from Copy, Medal for Painting from Cast, Prize of £1 1s. for Best Painting in Monochrome of the Figure, the Mayor's Prize of £3 3s., as the Second most successful Student in the Leeds School of Art, National Medallion for Chalk Drawing.
- 82 Margaret Selby—Medals for Outline Drawing, Shading from Copy, and Shading from the Cast, National Medallion for Chalk Shading from the Copy, Prize of 10s. 6d. for Outline Drawing from the Cast, Boro' Members' Prize of £5 5s., as the most successful Student in the Leeds School of Art.
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The Prizes obtained by the Pupils of the Keighley and Holbeck Branch Schools of Art, are distributed by the Committees of the respective Schools. It is however due to the Pupils to record their names in this List, and, also, as being the result of a portion of the work carried on by the Central School.

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Prizes.—W. Abson, T. Lindley, A. Smith, C. W. Turpin, J. Weatherburn, J. Winpenny.
Certificates.—T. Cryer, S. Taylor.

KEIGHLEY BRANCH SCHOOL OF ART.

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Prizes.—T. S. Ambler, C. Bland, J. S. Clapham, S. B. Clapham, T. S. Clapham, W. Hugill, J. W. Jackson, W. Midgley, J. L. Steel, W. Wade.

Certificates.—J. Acomb, A. F. Crabtree, T. Gill, R. Harper, J. Hird, R. Tester, R. Merrell, T. Mitchell, W. Mitchell, W. T. Oakworth, J. Ratcliffe, J. Scaife, J. Smith, Jonas Smith, W. A. Smith, J. C. Sudgen, W. H. Summerscales, S. Sunderland, J. S. Thwaites, J. S. Turner, J. Whitley, W. L. Wright.

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St. Matthew's, Little London	2	7	1	0
Basinghall Street, ...	22	23	2	1
St. Philip's, Wellington St.	26	23	0	2
Northall, ...	37	22	0	1
St. Andrew's, Burley Road,	19	16	1	0
St. Mark's, Woodhouse,	9	7	1	2
St. Mary's, Hunslet,	9	4	0	0
St. Stephen's, Kirkstall,	43	36	2	3
Zion School, New Wortley,	152	2	0	0
Parish Church Boys, ...	19	13	0	1
" " Girls, ...	12	10	0	4
Holbeck, Wesleyan, ...	16	15	0	0
Marshall's, ...	50	42	0	4
Pottery Fields, ...	7	9	0	0
Roundhay, ...	11	1	0	0
St. John's, New Wortley,	39	19	0	1
Farnley Iron Co.'s School,	0	0	0	4

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Eastbrook, ...	13	5	1	2
Stott Hill, Boys, ...	3	6	0	2
" " Girls, ...	6	5	0	1
St. Paul's, Manningham,	25	25	0	1
Richmond Terrace, ...	2	7	0	0
Model School, Boys, ...	26	15	1	2
" " Girls, ...	8	8	1	0
Borough, West, ...	82	32	2	2
White Abbey, ...	4	10	0	1
Bierley, ...	11	7	0	1

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St. Thomas, Longroyd				
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KEIGHLEY.

Wesleyan Day School	11	10	0	1
National	19	22	0	1
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Ingrow	14	11	1	1
Wesley Place	5	7	0	1

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Mrs. WHITAKER, 5, Wade-street, Woodhouse-lane, Leeds.